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ABSTRACT

An attempt to increase academic achievement by increasing student participation in school organizations yielded mixed results. From 1975 through 1979, local school and community leaders used increased funds, staffing, and publicity to encourage involvement in school organizations in a predominantly black, low-income high school in the Dallas Independent School District. To determine the effects of participation, researchers compared the levels of student achievement and participation in the last funded year (1978-1979) with the levels from the following nonfunded year. The variables examined included student grade level, sex, academic achievement on standardized tests, and number and type of organizations joined. The results showed that participation dropped sharply when funding ended, especially among low achievers. Furthermore, achievement scores did not change significantly during the funded years, and a high correlation between levels of participation and achievement appeared only in the funded, not the nonfunded, year. Educators who attempt to raise achievement levels by raising participation levels are entering a complex and not fully understood area. (RW)

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# Surge and Decline: An Explanation of Electoral Participation and of Lower Income Student Participation in High School Organizations.

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April 1981

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This paper is prepared for presentation at the annual meeting of the American Educational Research Association in Los Angeles, California, 1981. Since the paper represents work in progress, it is incomplete and tentative. We, therefore, ask that the paper not be quoted or cited. However, we would welcome reactions and criticism.

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Surge and Decline: An Explanation of Electoral Participation and Lower Income Student Participation in High School Organizations

Abstract*

Political socialization theorists and their opponents contest the effect of political socialization on voting behavior. Political socialization theorists believe that voting patterns are largely established at an early age (e.g., before age five), while their opponents believe that voting behavior can be significantly changed during later stages of development (e.g., after age five). This paper examines an attempt by local school leaders (community and school administrators) to increase the participatory ratio of lower income Black high school students in school organizations. (School administrators received extra funding and extra staff to encourage student participation in school organizations.) The framework from Angus Campbell's "Surge and Decline: A Study of Electoral Change," in Elections and the Political Order was used to determine whether or not the increased funding did promote increased student participation in school organizations over a long term. Students were grouped into a quasi-cohort sample (all students involved in club activities on a short-term or long-term basis) and a cohort sample (those who were members of school organizations during both periods of detailed analysis). Approximately 60% of the students were members of school organizations during funding years (1975-79). However, enrollment in school organizations dropped to 31% after funding ceased. Twenty percent of the participants were members during both periods of analysis. Analysis of variance procedures

revealed a significant relationship between the degree of participation and academic ability for school years 1978-79 but not for school year 1979-1980. Participatory patterns were less clear and not significant for school year 1979-1980. Furthermore, the quasi-cohort and cohort groups were very similar in demographic characteristics and academic ability. The cohort group tended to include more female students, were slightly higher academic achievers, and were more involved in academic and creative organizations. They were more involved, overall, than the quasi-cohort group. Achievement scores also did not change significantly during funding years. In fact, student participation in school organizations were reported as disruptive and students were instructed to cease disruptions. Students were motivated to become more involved; but only 20% of the same students remained involved during both funding and nonfunding periods. This study suggests a more complex interaction exists in raising the achievement levels and participation levels of students through school organizations than educational researchers or political researchers and their opponents have previously postulated.

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Surge and Decline: An Explanation of Electoral Participation and of Lower Income Student Participation in High School Organizations.

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## INTRODUCTION

The high correlation between the level of voting participation and various variables (e.g., socialization, voting behavior) are so generic to political research that most accept its significance. For example, many believe that voting participatory behavior is predictable once socialization is known. David Easton and Robert D. Hess (1962) have pointed out that

> the range of alternative behavior open to the adult is also related to his experiences as a child and at the kind of political reality the adult perceives and his abilities about it are restricted by what he has learned during his early years.

They further state that

> the early influences are absolute in character. The significance is that those values and attitudes acquired in childhood are likely to change much more slowly than those developed through later experience.
>
> (Easton, 1962, pp 89-106)

Easton and Hess' views are congruent, in general, with other writers of political socialization. These authors include Samuel Patterson (1968), Fred I. Greenstein, Roberta Siegel (1970) and Jaros (1968). Greenstein, Patterson and Siegel (1970) wrote that everyone experiences political socialization, although the effect may not be clear. Jaros (1968) also noted that the (political) socializing process for subculture

members may not be positive. It may, in fact, be negative. Whatever the political socialization, the effect can be seen in voter turnout on election day. Some groups tend to vote more than others.

Seymour Martin Lipset's, Political Man, Angus Campbell's, The American Voter, Sidney Verba's Participation in America and Thomas Dye's The Irony of Democracy are a few examples of studies which verified this phenomenon. Lipset (1963) noted that voters who had a high income, were more educated, and members of a professional or skilled occupation were also White, male, middle aged or older, married, were members of an organization tended to vote more than those not of these categories (Lipset, 1963, p. 189). Angus Campbell also wrote in The American Voter that the higher educated (those with a profession or skilled occupation), men and older citizens tend to vote more than their counterparts. (Campbell, et al, 1964, pp 261-265). Their conclusions were echoed by both Norman Nie and Sidney Verba (Verba and Nie, 1972, pp 98-99) and Thomas Dye and L. Ziegler (Dye and Ziegler, 1972, p 189).

As stated earlier, the research carried a common theme: some groups are more participatory than others.

Just as some believe that participation is predictable, others believe that the trend can be altered. Stockley Carmichael and Charles V. Hamilton (1967) call for Black Power in the 1960's argued that

> the adoption of the concept of Black Power is one of the most legitimate and healthy developments in American politics and race relations in our time. The concept of Black Power speaks to all the needs mentioned in this chapter. It is a call for Black people in this country to unite, to recognize their heritage, to build a sense of community...Traditionally, each new ethnic group in this society has found the route to social and political inability through the organization of its own institutions with which to represent its needs within the larger society. Studies in voting behavior specifically, and political behavior generally, have made it clear that politically the American pot has not melted.... (Carmichael and Hamilton, 1967, pp 44-45).

More specifically Carmichael and Hamilton stated that

> the next step is what we shall call the process of political modernization - - a process which must take place if the society is to be rid of racism. Political modernization may include many things, but we mean it by three major concepts:
>
> (1) questioning old values and institutions of the society;
>
> (2) searching for new and different forms of political structure to solve political and economic problems; and
>
> (3) broadening the base of political participation to include more people in the decision-making process.... (Carmichael and Hamilton, 1967, p 39).

The political modernization that Carmichael and Hamilton called for in an attempt to change the "system" through a change in participatory ratios was manifested in Community Action Programs (Alan A. Altshuler, in Community Control, 1970, pp 13-106) and increased voter registration (Congressional Quarterly Guide, Spring 1971, pp 27 and 31; Congressional Quarterly Weekly Report, March 29, 1967, p 557.) Perhaps more importantly, examples of both can be found in high schools of local communities.

Parents, community leaders and school administrators at a local high school populated primarily by Black, low-income, low-achieving students attempted to combine the above concepts under an urban renewal program. The High School Renewal Project: Task Force Report dated February 25, 1975, set as a goal for its program:

Objective 1: To broaden the base of student involvement in order to create more opportunities for students through the activities program of the school.

1.1 Survey students to determine club and activity needs.

1.2 Implement a program of clubs and activities to meet identified needs.

1.3 Provide sponsors and other support necessary to implement the clubs and activities program.

1.4 Expand sport activities to allow all students who wish to participate in a sports program the opportunity to do so.

1.5 Provide sufficient financial support for the activities program to allow stipends for sponsors, transportation for students and other support as needed.

1.6 Provide stipends for sponsors commensurate with the responsibility and time devoted to the activity.

Objective 2: To provide students with the opportunities and the assistance necessary to develop leadership skills and to learn to work effectively with others in groups.

2.1 Make the student government more responsive to student needs and more representative of the student body.

2.2 Expand the senior leadership program.

2.3 Provide opportunities for increased group participation.

In essence, students were to be encouraged to participate more to develop their participatory skills as a means of stimulating interest in group participation and in stimulating academic achievement. Knowingly or unknowingly, objective 2 (the focus of this study) would challenge political socialization theories.

## METHODOLOGY

This study reports on student participation at a lower income, predominantly Black high school and the upsurge in participation that occurred during the urban renewal program. (The renewal program was in effect from 1974 to 1980.) Philip E. Converse's (Chapter 2) "Concept of a Normal Vote" and Angus Campbell's (Chapter 3) "Surge and Decline: A Study of Electoral Change," both in Elections and the Political Order, were used to analyze this phenomenon. Converse wrote that:

> Nonetheless, certain properties observable in data from the lengthening sequence of election studies conducted by the Survey Research Center lend themselves to the development of an operational construct of a "normal" vote, which may be

> estimated for any segment of the population on the basis of a single-wave, cross-section survey data. Such a construct is, of course, primarily an analytic tool rather than a theory set of substantive findings. It suggests a means of splitting the actual vote cast by any part of the electorate into two components: (1) the normal or "baseline" vote division to be expected from a group, other things being equal; and (2) the current deviation from that norm, which occurs as a function of the immediate circumstances of the specific elections (p 11).

Converse later calls this "norm" and "function of the immediate circumstances" long-term (permanent impressions) and short-term (temporary impressions) stimulations. He uses them to operationalize the normal vote concept. In essence, there exists an average, predicatable vote turnout that is influenced by long-term and short-term stimulants (pp 18-25). The predicting factor is the strength of one's political party identification: Strong Republican, Strong Democratic, Independent, Weak Republican, Weak Democratic. The stronger one's identification with the Republican or Democratic political party, the less one is affected by short-term stimulants. Angus Campbell extrapolated on Converse's concepts and explained electoral change, or why the turnout percentage varies for different elections. Converse wrote that:

> The turnout in any specific election is largely a question of how many of the less interested, less responsive people (peripheral voters) are sufficiently stimulated by political circumstances of the moment to make the effort to vote (p 43).
>
> ...peripheral voters will participate during a high stimulus election (p 44)
>
> If a high-stimulus election is followed by a low-stimulus election, the reduction in the general level of political stimulation will result in a decline in the total vote (p 44).
>
> There will be evidence of limited involvement in the vote....(ticket splitters) p 59

and one can expect only limited, temporary, self interest involvement.

Concepts found in the Converse studies were used to explain student participation in high school organizations.

Administrators wanted to broaden student involvement fifty percent over the previous year. School year 1974-75 was used as the base year or year of normal organizational participation. As of 1974-75, the school added a Student Activity Coordinator to encourage participation in school organizations, and funds to pay for travel expenses and advertising (e.g., newspaper, student handbook, student directory). Teachers were strongly encouraged to act as student advisors, and club activities were announced in the school newsletter.

School administrators did not collect data nor did they centralize records of most student involvement. When records were available, evaluators compiled statistics on both long-term stimulants and short-term stimulants. Long-term stimulants included student socialization effects (as represented by standardized test scores and turnout), socio-economic level, and sex of participants. Short-term stimulants included the addition of a school student coordinator, school advertising, number of student advisors and availability of supportive funding. Some change in the level of student participation was expected when short-term stimulants were in effect. Participation was expected to be consistent with that of student socialization of lower income families as reflected by grade level and sex. Thus, if we equate standardized test scores to social status and use test scores as an indicator of potential success and political participation, we can postulate that:

1 - students would be more involved (a) if they were male, (b) of a higher grade level, or (c) achieving at a higher academic level;

2 - the lower achieving students (a) could be expected to drop out when the short-term stimulants end, (b) would join nonacademic types of student organization, and (c) would join only one or two student organizations.

3 - high achieving students would (a) maintain a consistent pattern of participation, (b) join more than two organizations, (c) join academic type organizations, and (d) more would remain active after the short-term stimulants ended.

In short, student participation would return to a "normal" level; that is, approximately 30 organizations with less than 500 students participating.

Subjects

Table 1 shows the number of students who were members of school organizations and were included in this study. There were 617 students and 319 students in the quasi-cohort groups and 199 students in the cohort group.

Students were distributed approximately equally in the quasi-cohort groups. Ninth-, tenth-, and eleventh-grade students joined in equal percentages both years (of the quasi-cohort group). More twelfth-grade students joined the first quasi-cohort group than joined the second quasi-cohort group. More female students than male students joined both quasi-cohort groups. Some members of the quasi-cohort group were unidentifiable in the first group but all members of the second group were identifiable.

Table 1

Participation in School Organizations by Grade and Sex for Each School Year

| Category | Years of Participation and Sample Group | | | | | |
|---|---|---|---|---|---|---|
| | Quasi-Cohort | | | | Cohort | |
| | 1978-79 | | 1979-1980 | | 1978-1980 | |
| | N | % | N | % | N | % |
| **Grade** | | | | | | |
| 9th | 116 | 18.8 | 59 | 18.5 | 0 | 0.00 |
| 10th | 133 | 21.6 | 65 | 20.4 | 45 | 22.6 |
| 11th | 168 | 27.2 | 88 | 27.6 | 67 | 33.7 |
| 12th | 178 | 28.8 | 107 | 33.5 | 87 | 43.7 |
| Unidentifiable | 22 | 3.6 | - | - | - | - |
| Total | 617 | | 319 | | 199 | |
| **Sex** | | | | | | |
| Male | 281 | 45.5 | 144 | 45.1 | 80 | 40.2 |
| Female | 314 | 50.9 | 175 | 54.9 | 119 | 59.8 |
| Unidentifiable | 22 | 3.6 | - | - | - | - |
| Total | 617 | | 319 | | 199 | |

The cohort groups contained no ninth-grade students since students had to be at school two years to be included in the cohort group. Twenty-three percent were tenth-grade students, 34% eleventh-grade students, and 44% twelfth-grade students. There were more female than male students in the cohort group (40% male, 60% female).

In summary, between 1978 and 1980 student organizational membership declined but remained distributed approximately the same (for the quasi-cohort group) by grade and sex. The cohort group was skewed towards twelfth-grade students and towards female students.

Procedure

Very limited records of student participation were maintained by school administrators through school year 1977-78. In 1978-79, organizational sponsors were requested to furnish membership rosters to the evaluator. These rosters contained the organization's name, sponsor's name, student's name, grade level of the student, and sex of the student. Student identification numbers were added by the evaluation staff. The data was then keypunched onto computer cards, and the cards were read onto a disk file where they were computer matched with a file of active registered students. The student's participation file now consisted of a disk file containing demographic data and the organization(s) of which the student was a member. Every organization was assigned a different column space on the 80-column computer card. Thus, a student might have five cards to represent the five organizations he or she had joined. All unmatched students that could not be verified by the school registrar or by the sponsor were dropped from the file. An Algol computer program, developed by Mr. Napoleon Mitchell of the evaluation department was used to collapse the larger file into a smaller file. This reduced processing time and made the file more manageable. The program also added the number of organizations a student had joined and assigned this number as "total number of clubs" joined to the disk file for every student. The reformatted file consisted of student demographic data, each organization in which the student participated, and the total number of organizations joined. This file was sorted into quasi-cohort and cohort groups and analyzed with Statistical Packages of the Social Sciences (SPSS) techniques and Algol techniques.

Process evaluation data was analyzed by computing frequency distributions and correlation coefficients, and by performing analyses of variance on student demographic data.

Results

Table 2 portrays the number of students who participated in school organizations from 1975-1980 by various categories. The number of student participants increased, approximately equally during funding years (1975-79). Student participation decreased during nonfunded years. Therefore, 560 to 319 Black high school students participated in 57 to 34 organizations. This represents 928 to 571 organizational memberships or 34% to 31% of all students (only students who joined school organizations were included in this study). In summary, it can be seen that the number of students involved, approximate membership, percentage of students enrolled, and number of times clubs were mentioned in the school newsletter increased during funding year. The number of organizations remained constant during funded years but decreased during the nonfunded years. The declining enrollment represents compliance with the 1976 desegregation court order and overall population decreases.

Tables 3 through 6 describe how students were grouped for the analyses. Table 3 notes that there were 595 identifiable students (96.4%) in the 1978-79 quasi-cohort group. These were primarily female students, and were almost equally distributed among grade levels. Students joined various type organizations, but largely athletic/recreative organizations. Most students joined only one organization. A majority of students were academically rated as

Table 2

Participation in School Organizations from 1975-1980

| Category | Years of Participation | | | | |
|---|---|---|---|---|---|
| | Program Funded | | | | Program Not Funded |
| | 1975-76 | 1976-77 | 1977-78 | 1978-79 | 1979-1980 |
| Number of Organizations | 57 | 49 | 57 | 56 | 34 |
| Membership | 928 | 1133 | 1180 | 1093 | 571 |
| Percent of all Students Enrolled | 34% | Unknown | 40% | 58% | 31% |
| Number of Students Involved | 560 | Unknown | 463 | 617 | 319 |
| Enrollment | 1655 | 1200 | 1169 | 1068 | 1028 |
| Number of Times Clubs Mentioned in School Newsletter | Unknown | 9 | 7 | 14 | 40+ |

Note. The data for this table was extracted from Dallas Independent School District's Research and Evaluation reports. Final Report No. 76-864, LE77-043-3-9, CE79-300-31-30, and SP80-365-31-30. Other data was obtained from Principal's Planning Sheet - Secondary Schools (1973-1980) and from the principal's correspondence file.

Low Achievers or an Unknown Achiever classification. Students in the 1979-1980 quasi-cohort group were approximately the same as the 1978-79 group. However, the 1979-1980 group included more twelfth grade students and more students who joined creative type organizations. The difference between 1978-79 and 1979-1980 membership can also be seen in Table 3. When school year 1978-79 is used as the base year in computing an index and the percentage change, it can be seen that student participation decreased across all categories ranging from 18% (membership in creative type organizations) to 78% (membership in service type organizations). Total membership only decreased 46% overall between 1978-79 and 1979-1980.

In an attempt to further understand the decrease in the number of students who joined 1978-79 organizations and 1979-1980 organizations, students were partialed into academic classifications. Iowa Tests of Educational Development (ITED) composite scores were used to classify students. They were classified as Low Achievers (1-7 %ile), Moderately Low Achievers (8-20 %ile), Moderately High Achievers (21-36 %ile) and High Achievers (over 36 %ile) (see Table 3).

Specifically, the 1978-79 quasi-cohort group included the five classifications shown in Table 4 with little difference between classifications. For example, all classifications were female-dominant except the Low Achievers. Participation generally increased by grade level for most classifications, although twelfth grade students were concentrated in the Low Achiever and Unknown Achiever categories.

All classification of students joined athletic/recreative type organizations in disproportionate numbers. However, the High Achiever group joined academic type organizations more than any other type organization. The 1978-79 quasi-cohort group differed in the number of organizations various classifications of students joined. Students, in

Table 3

Students Who Joined Student Organizations Either School Year 1978-79 or School Year 1979-80[a,b,c,d,e]

Quasi-Cohort Longitudinal Sample

| Category | Year of Participation 1978-79 N | % | 1979-1980 N | % | Difference Between 1978-79 and 1979-1980 N | % Change |
|---|---|---|---|---|---|---|
| Sex | | | | | | |
| Male | 281 | 47.2 | 144 | 45.1 | -137 | -48.7 |
| Female | 314 | 52.8 | 175 | 54.9 | -139 | -44.3 |
| Grades | | | | | | |
| 9th | 116 | 19.5 | 59 | 18.5 | -57 | -49.1 |
| 10th | 133 | 22.3 | 65 | 20.4 | -68 | -51.1 |
| 11th | 168 | 28.2 | 88 | 27.6 | -80 | -47.6 |
| 12th | 178 | 29.9 | 107 | 33.5 | -71 | -39.9 |
| Type of Organizations | | | | | | |
| Athletic/Recreative | 270 | 45.4 | 134 | 42.0 | -136 | -50.4 |
| Vocational | 186 | 31.3 | 80 | 25.1 | -86 | -57.0 |
| Academic | 178 | 29.9 | 86 | 26.9 | -92 | -51.7 |
| Creative | 163 | 27.4 | 134 | 42.0 | -29 | -17.8 |
| Service | 147 | 24.7 | 32 | 10.0 | -115 | -78.0 |
| Number of Organizations Joined | | | | | | |
| 1 | 302 | 50.8 | 187 | 58.6 | -115 | -38.1 |
| 2-3 | 189 | 31.8 | 106 | 33.2 | -83 | -43.9 |
| 4+ | 104 | 17.5 | 26 | 8.1 | -78 | -75.0 |
| Academic Classification | | | | | | |
| 1 Low | 109 | 18.3 | 47 | 14.7 | -62 | -56.9 |
| 2 Mod Low | 85 | 14.3 | 47 | 14.7 | -38 | -44.7 |
| 3 Mod High | 88 | 14.8 | 43 | 13.5 | -45 | -51.1 |
| 4 High | 60 | 10.1 | 45 | 14.1 | -15 | -25.0 |
| Unknown | 253 | 42.5 | 137 | 42.9 | -116 | -45.8 |
| Total | 595 | | 319 | | -276 | 46.4 |

Table 3 Footnotes

[a]The number of students represents those students who belonged to this type of organization. Many students joined several types of organizations or several clubs/groups within a type of organization. Therefore, the percentages in this category add to more than 100%.

[b]Definition of type of student organizations:

Academic - those clubs and organizations that foster or pertain to higher learning or theoretical courses (e.g., National Honor Society, Media Club, Afro-American Club).

Athletic/Recreative - those clubs and organizations that foster or pertain to (a) exercises, sports, or games engaged in by athletes or (b) refreshment, diversion, and relaxation (e.g., Backgammon Club, Varsity Cheerleaders, Purple Flash Drill Team).

Creative - those clubs and organizations that foster or pertain to creativity and imagination (e.g., Art Club, Choir, Esquire Club).

Service - those clubs and organizations that foster or pertain to service and contribute to the welfare of others (e.g., Fellowship of Christian Athletes, Traffic Safety).

Vocational - those clubs and organizations that foster or pertain to training in a skill or trade to be pursued as a career (e.g., CVAE, DECA, FHA).

[c]Iowa Tests of Educational Development (ITED) composite scores were used to classify students as Low Achievers (1-7%ile), Moderately Low Achievers (8-20%ile), Moderately High Achievers (21-36%ile), and High Achievers (over 36%ile).

[d]Organizational participation in 1978-79 was used as the base year in computing percent change (e.g., 281 (1978-79) - 144 (1979-1980) - 281 = -48.7% change in the number of females who participated).

[e]There are three general types of clubs: (1) those closely allied with the classroom which enrich classroom learning, such as Latin Club, FHA, etc.; (2) the hobby club, which appeals to pupils who desire a less formalized activity in such areas as photography, chess, ham radio, etc.; and (3) service clubs, which provide community support and interaction, such as Red Cross, Y-Teens, etc. The Dallas Independent School District endorses clubs because they fulfill two objectives. First, they integrate the education purposes of the school. Second, clubs provide wholesome enjoyment and socialization opportunities for students.

(DISD. 1980-81 Operation Involvement: Hidden Agenda. The reply to "why do we have clubs in DISD?" asked at a December 4, 1980 Operation Involvement meeting.)

Table 4

Students Who Joined Student Organizations School Year 1978-79 by Academic Classification

Quasi-Cohort Sample

| Category | Academic Classification | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Unknown | | Low | | Moderately Low | | Moderately High | | High | |
| | N | % | N | % | N | % | N | % | N | % |
| Sex | | | | | | | | | | |
| Male | 124 | 49.0 | 62 | 56.9 | 41 | 48.2 | 33 | 37.5 | 21 | 35.0 |
| Female | 129 | 51.0 | 47 | 43.1 | 44 | 51.8 | 55 | 62.5 | 39 | 65.0 |
| Grades | | | | | | | | | | |
| 9th | 39 | 15.4 | 16 | 14.7 | 26 | 30.6 | 22 | 25.0 | 13 | 21.7 |
| 10th | 52 | 20.5 | 20 | 18.3 | 25 | 29.4 | 23 | 26.1 | 13 | 21.7 |
| 11th | 58 | 22.9 | 39 | 35.8 | 20 | 23.5 | 27 | 30.7 | 24 | 40.0 |
| 12th | 104 | 41.1 | 34 | 31.1 | 14 | 16.5 | 16 | 18.2 | 10 | 16.7 |
| Type of Organizations Joined | | | | | | | | | | |
| Athletic/ Recreative | 99 | 39.1 | 51 | 46.8 | 47 | 55.3 | 54 | 61.4 | 32 | 53.3 |
| Vocational | 90 | 35.6 | 45 | 41.3 | 19 | 22.3 | 18 | 20.4 | 14 | 23.3 |
| Academic | 59 | 23.3 | 19 | 17.4 | 23 | 27.1 | 35 | 39.8 | 42 | 70.0 |
| Service | 40 | 15.8 | 26 | 23.4 | 20 | 23.5 | 34 | 38.6 | 27 | 45.0 |
| Creative | 58 | 22.9 | 34 | 31.2 | 27 | 31.8 | 25 | 28.4 | 19 | 31.7 |
| Number of Organizations Joined | | | | | | | | | | |
| 1 | 164 | 64.8 | 49 | 44.9 | 43 | 50.6 | 29 | 32.9 | 17 | 28.3 |
| 2-3 | 70 | 27.7 | 46 | 42.2 | 29 | 34.1 | 31 | 35.2 | 13 | 21.7 |
| 4 or more | 19 | 7.5 | 14 | 12.8 | 13 | 15.3 | 28 | 31.8 | 30 | 50.0 |
| Total | 253 | | 109 | | 85 | | 88 | | 60 | |

general, tended to join only one organization. Exceptions included the large number of Low Achiever students in two to three organizations and the large number of High Achiever students in four or more organizations.

Table 5 describes students who comprised the 1979-1980 quasi-cohort sample. The 1979-1980 quasi-cohort sample was very similar to the 1978-79 quasi-cohort sample. There was the same concentration of male students in the Low Achiever classification, and most students joined predominantly athletic/recreative type organizations. Students classified as High Achievers joined academic type organizations as frequently as they had in 1978-79. A large number of Moderately Low Achievers, Moderately High Achievers, and Unknown Achievers classification also joined creative type organizations. Students participated more in the 1978-79 funded year than the 1979-1980 nonfunded year. Low Achievers dropped out in large numbers or joined only one organization. Many students in other type classifications also joined only one organization. It appears, therefore, that general participation declined after funded years, especially among male students, those in service type organizations, and those usually involved in numerous organizations.

Table 6 describes longitudinal participation of the cohort sample. Most cohort sample group members were twelfth-grade female students who joined primarily creative and athletic/recreative type organizations. Students in the 1978-79 cohort group also tended to join one or two-to-three organizations and a large number of academic type organizations. When the cohort group was analyzed by academic classification, a number of interesting observations were noted. For example, the number and percentage of female participants increased,

Table 5

Students Who Joined Student Organizations School Year 1979-1980 by Academic Classification

Quasi-Cohort Sample

| Category | Academic Classification | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Unknown | | Low | | Moderately Low | | Moderately High | | High | |
| | N | % | N | % | N | % | N | % | N | % |
| Sex | | | | | | | | | | |
| Male | 74 | 54.0 | 19 | 40.4 | 33 | 70.2 | 23 | 53.5 | 26 | 57.8 |
| Female | 63 | 46.0 | 28 | 59.6 | 14 | 29.8 | 20 | 46.5 | 19 | 42.2 |
| Grades | | | | | | | | | | |
| 9th | 7 | 5.1 | 13 | 27.7 | 12 | 25.5 | 10 | 23.2 | 17 | 37.8 |
| 10th | 8 | 5.8 | 11 | 23.4 | 10 | 21.3 | 21 | 48.8 | 15 | 33.3 |
| 11th | 15 | 10.9 | 23 | 48.9 | 25 | 53.2 | 12 | 27.9 | 13 | 28.9 |
| 12th | 107 | 78.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Type of Organization Joined | | | | | | | | | | |
| Athletic/ Recreative | 54 | 39.4 | 19 | 40.4 | 22 | 46.8 | 24 | 55.8 | 15 | 30.0 |
| Vocational | 50 | 36.5 | 9 | 19.1 | 9 | 19.1 | 4 | 9.3 | 8 | 17.8 |
| Academic | 50 | 36.5 | 5 | 8.5 | 3 | 6.4 | 8 | 18.6 | 20 | 46.5 |
| Service | 11 | 8.0 | 6 | 12.8 | 6 | 12.8 | 5 | 11.6 | 4 | 8.9 |
| Creative | 65 | 47.4 | 16 | 34.0 | 24 | 51.1 | 19 | 44.2 | 10 | 22.2 |
| Number of Organizations Joined | | | | | | | | | | |
| 1 | 65 | 47.4 | 35 | 74.5 | 29 | 61.7 | 25 | 58.1 | 33 | 73.3 |
| 2-3 | 54 | 39.4 | 10 | 22.2 | 15 | 31.9 | 18 | 41.9 | 9 | 20.0 |
| 4 or more | 18 | 13.1 | 2 | 4.2 | 3 | 6.4 | 0 | 0.0 | 3 | 6.7 |
| Total | 137 | | 47 | | 47 | | 43 | | 45 | |

Table 6

Students Who Joined Student Organizations
Both School Year 1978-79 and School Year 1979-1980

Cohort Longitudinal Sample

| | Academic Classification | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unknown | | Low | | Moderately Low | | Moderately High | | High | | Total School | |
| Category | N | % | N | % | N | % | N | % | N | % | N | % |
| **Sex** | | | | | | | | | | | | |
| Male | 21 | 43.7 | 14 | 45.2 | 19 | 43.2 | 16 | 37.2 | 10 | 30.3 | 80 | 40.2 |
| Female | 27 | 56.2 | 17 | 54.8 | 25 | 56.8 | 27 | 62.8 | 23 | 69.7 | 119 | 59.8 |
| **1980 Grade Level[a]** | | | | | | | | | | | | |
| 9th | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 10th | 10 | 20.8 | 4 | 12.9 | 18 | 40.9 | 9 | 20.9 | 4 | 12.1 | 45 | 22.6 |
| 11th | 16 | 33.3 | 11 | 33.3 | 16 | 36.4 | 15 | 34.9 | 9 | 27.3 | 67 | 33.7 |
| 12th | 22 | 45.8 | 16 | 51.6 | 10 | 22.7 | 19 | 44.2 | 20 | 60.6 | 87 | 43.7 |
| **Type Organization Joined - 1980 (1978)** | | | | | | | | | | | | |
| Athletic/ Recreative | 11 (24) | 22.9 | 13 (15) | 41.9 | 19 (28) | 43.2 | 29 (30) | 67.4 | 14 (17) | 42.4 | 86 (114) | 43.2 |
| Vocational | 10 (6) | 20.8 | 8 (8) | 25.8 | 6 (6) | 13.6 | 8 (6) | 18.6 | 17 (5) | 51.5 | 49 (31) | 24.6 |
| Academic | 15 (17) | 31.2 | 5 (4) | 16.1 | 8 (14) | 18.2 | 14 (18) | 32.6 | 21 (25) | 63.6 | 63 (74) | 37.2 |
| Creative | 30 (20) | 62.5 | 18 (13) | 61.3 | 21 (16) | 47.7 | 25 (12) | 58.1 | 18 (11) | 54.5 | 113 (72) | 56.8 |
| Service | 3 (9) | 6.2 | 4 (8) | 12.9 | 5 (11) | 11.2 | 6 (17) | 13.6 | 1 (16) | 3.0 | 19 (61) | 9.5 |
| **Number of Organizations Joined - 1980 (1978)** | | | | | | | | | | | | |
| 1 | 26 (22) | 54.2 | 9 (10) | 29.0 | 24 (22) | 54.5 | 20 (10) | 46.5 | 11 (7) | 33.3 | 90 (71) | 45.2 |
| 2 - 3 | 17 (18) | 35.4 | 20 (18) | 64.5 | 15 (13) | 34.1 | 15 (17) | 34.9 | 17 (7) | 51.5 | 84 (73) | 42.2 |
| 4 or more | 5 (8) | 10.4 | 2 (3) | 6.4 | 5 (9) | 11.4 | 8 (16) | 18.6 | 5 (19) | 15.1 | 25 (55) | 12.5 |
| Total | 48 (48) | | 31 (31) | | 44 (44) | | 43 (43) | | 33 (33) | | 199 (199) | |

[a]No ninth grade students were included in the cohort sample, since students had to be at school two years to be included in the cohort group. The project was a 9-12 grade level school.

approximately, as one moved from the Unknown Achiever student to the High Achiever student. Twelfth-grade students comprised the largest number and percentage of the cohort sample for every classification except the Moderately Low Achievers. Tenth- and eleventh-grade students comprised most of the Moderately Low Achievers. The cohort sample was similar to the quasi-cohort sample in other ways. They (the cohort group) joined mostly creative (57%), athletic/recreative (43%), academic (37%), and vocational (25%) type organizations. Very few students joined service type organizations (9%).

Table 7 shows the percentage change of cohort students who joined organizations in 1978-79 and again in 1979-1980. Most students, in general, decreased their participation in school organizations. The higher the academic classification, the larger their decrease in four-or-more organizational participation. For example, participation by Unknown Achievers decreased by 37% in four or more organizations while participation by High Achievers decreased 74% in four or more organizations. Low Achievers and Unknown Achievers joined one or two-to-three organizations but at low rates of participation. Many Moderately Low Achievers also withdrew from one organization while many more of this classification joined two-to-three organizations. Moderately High Achievers joined 'one' organization more in 1979-1980 than did in 1978-79. Finally, although participation by High Achievers decreased in four or more organizations, students joined one organization and two-to-three organizations more than they did in 1978-79, +57% and +143%, respectively. In essence, although participation decreased overall among cohort members from 1978-79 to 1979-1980, High Achievers still participated at a high level in one-to-three organizations while members of all other classifications dropped out.

Table 7

Percent Change of Those Who Joined Student Organizations in 1978-79 and Again in 1979-1980[a,b]

Cohort Sample

| Category | Academic Classification: Unknown % Change | Low % Change | Moderately Low % Change | Moderately High % Change | High % Change | Total School % Change |
|---|---|---|---|---|---|---|
| Number of Organizations Joined | | | | | | |
| 1 | +18.2 | +10.00 | -9.09 | +100.0 | +57.1 | +26.8 |
| 2-3 | +5.6 | +11.11 | +15.4 | +11.8 | +142.9 | +15.7 |
| 4 or more | -37.5 | -33.3 | -44.4 | -43.7 | -73.7 | -15.7 |
| Type of Organization Joined | | | | | | |
| Service | -66.7 | -50.0 | -54.5 | -64.7 | -93.7 | -68.8 |
| Vocational | +66.7 | 0.0 | 0.0 | -33.3 | -240.0 | +58.1 |
| Creative | +50.0 | +38.5 | +31.2 | +108.3 | +63.6 | +56.9 |
| Athletic/ Recreative | -54.2 | -13.3 | -32.1 | -3.3 | 17.7 | -24.6 |
| Academic | -11.8 | -25.0 | -94.4 | -22.2 | -16.0 | -14.9 |

[a]No demographic data are included because the 1978-79 population and the 1979-1980 population were the same.

[b]Organizational participation in 1978-79 was used as the base year in computing percentile change (e.g., 22 (1978-79) - 26 (1979-1980) ÷ 22 = +18.2% change in student organizational participation.

Every type of organization except creative and vocational lost membership among cohort members. Students, overall, joined creative organizations; while Unknown Achievers joined vocational type organizations in large percentages. Everyone withdrew from service type organizations in large percentages. More specifically, Moderately Low Achievers withdrew from academic type organizations by 94% and High Achievers withdrew from vocational organizations by 240% above the 1978-79 base period. The large percentage of High Achievers who withdrew from vocational type organizations was offset by the 66% of Unknown Achievers who joined vocational type organizations.

Several additional analyses were run to enhance interpretation of the data. These included comparison of mean scores, analyses of variance, and correlation analyses. Table 8 is a distribution of mean scores for the quasi-cohort and cohort sample groups by categories. There appear to be some differences between the quasi-cohort groups and the cohort group. For example, the cohort was more female-dominant, included students of higher grade levels, and included more higher achieving students than the quasi-cohort group. Cohort students participated more, on the average, in 1978-79 and in 1979-1980 than quasi-cohort students. However, there was less extreme participatory difference between the 1979-1980 quasi-cohort and the 1979-1980 cohort group. The quasi-cohort groups showed a radical decrease in participation between 1978-79 and 1979-1980 (using the number of participants, standard deviations, and minimum/maximum participation as indicators). In essence, there was some difference between the

Table 8

Distribution of Sample Groups Data by Category, Year, Group Size (N), Mean Participation and Standard Deviation (SD)[a,b]

| Category/ Year | Sample Groups: Quasi-Cohort N | Quasi-Cohort Mean | Quasi-Cohort SD | Cohort N | Cohort Mean | Cohort SD |
|---|---|---|---|---|---|---|
| **Sex** | | | | | | |
| **Male Female** | | | | | | |
| 78-79 | 617 | 1.5 | 0.50 | 199 | 1.6 | 0.49 |
| 79-80 | 319 | 1.6 | 0.50 | - | - | - |
| **Grade** | | | | | | |
| **9-12** | | | | | | |
| 78-79 | 595 | 10.7 | 1.10 | 199 | 11.2 | 0.79 |
| 79-80 | 319 | 10.8 | - | - | - | - |
| **Academic Classification** | | | | | | |
| 78-79 | 617 | 2.3 | 1.40 | 199 | 2.9 | 1.41 |
| 79-80 | 319 | 2.4 | 1.50 | - | - | - |
| **Type of Organization** | | | | | | |
| **Academic** | | | | | | |
| 78-79 | 184 | 1.4 | 0.73 | 78 | 1.4 | 0.77 |
| 79-80 | 86 | 1.0 | 0.19 | 63 | 1.0 | 0.21 |
| **Athletic/Recreative** | | | | | | |
| 78-79 | 184 | 1.5 | 0.92 | 114 | 1.7 | 1.15 |
| 79-80 | 134 | 1.1 | 0.37 | 86 | 1.1 | 0.36 |
| **Vocational** | | | | | | |
| 78-79 | 190 | 1.1 | 0.28 | 31 | 1.0 | 0.18 |
| 79-80 | 80 | 1.0 | 0.19 | 49 | 1.0 | 0.20 |
| **Service** | | | | | | |
| 78-79 | 150 | 1.3 | 0.54 | 61 | 1.4 | 0.64 |
| 79-80 | 32 | 1.0 | 0.00 | 19 | 1.0 | 0.00 |
| **Creative** | | | | | | |
| 78-79 | 165 | 1.5 | 0.87 | 72 | 1.7 | 1.00 |
| 79-80 | 134 | 1.5 | 0.85 | 113 | 1.6 | 0.89 |
| **Total Organizations Joined** | | | | | | |
| 78-79 | 617 | 2.2 | 1.70 | 199 | 2.7 | 2.0 |
| 79-80 | 319 | 1.7 | 1.10 | 199 | 2.0 | 1.2 |

[a] 'N' represents the number of students used in computing statistics for that category.

[b] The range of participation in student organizations was approximately the same both years and for both quasi-cohorts and cohort groups.

quasi-cohort groups and the cohort group. Differences were most noticeable in 1978-79, when large numbers of students joined student organizations. Differences were least noticeable in 1979-1980 when large number of students dropped out of student organizations. This is because the cohort group technically held membership in both the quasi-cohort group and the cohort group, and their (the cohort group) influence was most noticeable when noncohort members participated least.

Analyses of variance revealed a significant relationship (in the 1978-79 quasi-cohort group) between participation level and academic achievement ($F$ (2,594) = 19.896, $p$ < -0.000). The effect was still significant when grade and sex were controlled ($F$ (6,594) = 24,652), $p$ < 0.000). More specifically, the unadjusted deviation from Eta suggested that most participation was among Low Achievers. The correlation for the 1978-79 quasi-cohort group was $R^2$ = .20). This suggests that achievement was not the primary motivator. An analysis of variance between participation level and academic achievement for the 1978-79 cohort group was not significant, but the correlation was higher and positive ($F$ (54,150) = 1.937, $p$ < 0.002); $R^2$ = .52. Low Achievers also participated in the 1978-79 cohort group but more in proportion to their academic classification. The analysis of variance of the relationship between participation level and achievement level for the 1979-1980 cohort group was not significant ($F$ (54,150) = 0.783, $p$ < 0.837); $R^2$ = .31. The deviation from Eta suggested, again, that many Low Achievers still participated and that their low test scores affected the analysis. This is also true for other groups, in this analysis, where analysis of variances was used. There was very little difference among low achieving students.

Conclusion

Some aspects of Converse's surge and decline can be used to explain low income student participation in high school organizations: that participation will vary based on long-term stimulants and short-term stimulants. Low income students did participate at a higher level when the 'noise level' (e.g., increased publicity, increased funding) was high: (1) They joined in numbers proportionate to grade levels but not in proportion to sex and less clearly in proportion to achievement. Much of the increase was among male students and the lowest achieving students; (2) Large numbers of Low Achievers did drop out after funding ended or remained in primarily nonacademic types of student organizations, and they also decreased participation and remained in or joined only one or two student organizations; (3) Higher achieving students maintained a fairly consistent pattern of participation. They joined one-to-three organizations and remained in the academic type organizations while withdrawing from nonacademic type organizations. Many remained in organizations after funding ended; and (4) Student sponsor (teachers) stopped sponsoring student organizations and the number of organizations declined to the prefunding level - approximately 33 organizations.

Additional conclusions were that: (1) the school did act to encourage greater participation. Funds, personnel, and other inducements were provided for those who wanted to organize a new organization or participate in an old organization; (2) The degree of participation correlated highly with the amount of outside stimulation; (3) Students participated in various types of organizations, but these students (even though most restrictions were dropped) seemed to select those organizations most commensurate with their social interest and achievement level; (4) The organizational types most affected by change were athletic/recreative or service organizations; and (5) The limited range in scores probably accounted for the limited difference noted between the quasi-cohort and cohort groups.

Just as studies in this area have been important to political researchers, it has significance for educators. First, educators who want to raise achievement levels of low achieving high school students, through increased involvement in student organizations, have entered a complex arena. Socialization and its impact on participation appear to have been learned before students reach high school. Second, the urban renewal program seemed to indicate that greater participation can produce a somewhat negative effect. In low income schools it suggests that the lower the achievement scores, the more that type student will be involved --sometimes to the detriment of his classwork--during periods of high "noise levels." Finally, the close parallels between participation in high school organizations and participation in society (e.g., voting) demand further research as a means for greater understanding of both.

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